DOCUMENT RESUME

ED 151 457 CG 012 254

AUTHOR Russell, C. Neil; And Others
TITLE Post-Secondary Plans, Aspirations and Profile Characteristics of Grade Ten and Eleven Students in Manitoba, 1976-1977.
INSTITUTION Manitoba Post-Secondary Research Reference Committee.
PUB DATE Jun 77
NOTE 93p.; For related document see CG 012 255 ; Parts of the document may be marginally legible due to small type

EDRS PRICE MF-$0.83 HC-$4.67 Plus Postage.
DESCRIPTORS *Aspiration; *Career Choice; *Decision Making; *High School Students; Individual Characteristics; Post Secondary Education; Profile Evaluation; Socioeconomic Influences; Statistical Studies
IDENTIFIERS *Manitoba

ABSTRACT

This study was undertaken because of a sharp dip in the increase rate in post-secondary enrollments in Manitoba for Fall, 1970. Research was carried out to examine the process by which Manitoba's twelfth grade students make decisions concerning post-secondary enrollment. The research provides information on students' career plans, post-secondary education plans, barriers to post-secondary studies, factors influencing students' choices of career education and financial aid needs. Most of the information is presented in tabular form. A brief discussion of methodology is included. (Author/BP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

FD151657

June, 1977

Post-Secondary Plans, Aspirations and Profile Characteristics of Grade Ten and Eleven Students in Manitoba 1976-77

By C. Neil Russell, Barry J. Warrack, A. F. Kobie, and Oliver Lo

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

C. N. Russell

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

SCOPE OF INTEREST NOTICE

The ERIC Facility has assigned this document for processing to: CG | HE

In our judgement, this document is also of interest to the clearinghouses noted to the right. Indexing should reflect their special points of view.

CG 012254

A project of:

The Post-Secondary Research Reference Committee of the Province of Manitoba; a Joint Research Committee of the Universities, Community Colleges, the Universities Grants Commission, the Department of Continuing Education and Manpower, and the Department of Education.

The Manitoba Post-Secondary Research Reference Committee

The Post-Secondary Research Reference Committee is an organization responsible for identifying information needs of common concern to the post-secondary education sector and for planning and implementing research projects.

The PSRRC is a joint research committee with representation from each of the Universities and Community Colleges in the Province, the Universities Grants Commission, the Department of Continuing Education and Manpower, the Department of Education, and other related organizations.

The Universities Grants Commission and the Department of Continuing Education and Manpower fund the activities of the committee.

The PSRRC's mandate is to provide strategic information to support planning and analysis at both the institutional and systems level and to ensure compatibility of research projects with planning activities of the constituent members on the committee.

In this respect, the main objectives of the committee are:

(i) to study the need for post-secondary education.

(ii) to enquire into the nature of constraints which tend to divert students from continuing education and to develop information regarding their characteristics.

(iii) to develop other information requested by the sponsoring agencies or post-secondary sector organizations.

The committee also co-ordinates and facilitates the collection and exchange of information on post-secondary education.

Members of the PSRRC are:

C. Kennedy	Brandon University
Dr. E. MacPherson	University of Manitoba
Dr. B. Hogg	University of Winnipeg
D. Foidart	College Universitaire de Saint Boniface
Dr. C.N. Russell	Keewatin Community College
H. Pallister	Assiniboine Community College
D. Tyler	Red River Community College
M. Yakimishyn	Department of Education
S. Campbell	Department of Education
R. Kleiman (alternate G. Vamos)	Student Aid, Department of Continuing Education and Manpower
M. Billinkoff	Youth Secretariat
C. Dunn	Planning Secretariat, Province of Manitoba
J.E. Nykoluk, Co-chairman	Department of Continuing Education and Manpower
Dr. B.B. Hoffman, Co-chairman	Universities Grants Commission

POST-SECONDARY PLANS AND ASPIRATIONS OF GRADE TEN AND ELEVEN STUDENTS IN THE PROVINCE OF MANITOBA 1976-77

A Project of

The Manitoba Post-Secondary Research Reference Committee

by

C. Neil Russell, Ed.D.
B.J. Warrack, M.B.A.
A.F. Kobie, M.B.A.
Oliver Lo, M.A.

ABOUT THE AUTHORS

C. Neil Russell is employed as a Planning and Evaluation Consultant with the Manitoba Department of Continuing Education and Manpower and is the co-ordinator for the PDEM-II project. He holds an Ed.D. degree in Higher Education from the University of Southern California, 1974.

B.J. Warrack is employed as a Planning and Research Analyst with the Manitoba Department of Continuing Education and Manpower. He attended the University of Manitoba and graduated with a M.B.A. degree specializing in quantitative methods.

A.F. Kobie is employed as an administrative officer with the Universities Grants Commission. He attended the University of Manitoba and graduated with a M.B.A. degree specializing in quantitative methods.

Oliver Lo is employed as a research assistant with the PDEM-II project. He holds a M.A. degree in Sociology from the University of Manitoba.

ACKNOWLEDGEMENTS

The contribution and cooperation of superintendents, principals and guidance counsellors at participating secondary schools made it possible to carry out this project. Also, the students must be thanked for their cooperation in filling out the survey forms.

J.E. Nykoluk and Dr. B.B. Hoffman, co-chairman of the Post-Secondary Research Reference Committee, who reviewed the report and provided valuable suggestions.

TABLE OF CONTENTS (i)

Page

LIST OF TABLES iv

INTRODUCTION vii

CHAPTER

I. SUMMARY AND HIGHLIGHTS OF FINDINGS 1

II. METHODOLOGY 5

Sample Size and Selection 5

Questionnaire Development 5

Survey Techniques 6

Data Analysis 7

III. GENERAL CHARACTERISTICS 8

Age Distribution 8

Number of Brothers and Sisters 8

Sex 9

Major Language of Instructions 10

IV. FUTURE PLANS AND ASPIRATIONS 11

Highest Grade Intend to Complete 11

Plans After Grade XII 11

Plans of Students Not Intending to Complete Grade XII 12

Plans Regarding Post-Secondary Education 13

V. INSTITUTIONAL AND PROGRAM CHOICES 15

First Choice Post-Secondary Institution 15

Stability of Choice 18

Program Choice at First Choice Institution 19

First Choice Program - Community College 19

Second Choice Program - Community College 24

First Choice Program - Universities 27

Time of First Enrolling 32

Plans to Enroll Full-Time/Part-Time 32

VI. INFLUENCES ON DECISIONS 34

Influences on the Student's Post-Secondary Decision 34

Influence of People 34

Influence of High School Activities 37

Influence of Circumstances 37

Attitudes Towards Post-Secondary Education 37

Financing the First Year of Post-Secondary Education 38

Certainty of Financing the First Year of Continuing Education 38

Major Sources of Financing 38

Parent's Level of Education 47

Father's Level of Education 47

Mother's Level of Education 47

Highest Level of Education Students Expect to Complete 47

Academic Standing 52

Overall Academic Average This Year 52

Overall Academic Average Last Year 53

Parental Income 53

VII. MANITOBA STUDENT AID 57

Awareness of the Manitoba Student Aid Program 57

Awareness of the Manitoba High School Student Aid Program 57

Awareness of the Manitoba Post-Secondary Student Aid Program 57

Eligibility for Assistance from Manitoba Student Aid 58

Receipt of Information About Manitoba Student Aid 58

APPENDICES 62

A. High Schools Surveyed in the 1976-77 PDEM-II 63

B. Grade X and XI Survey Questionnaire 67

LIST OF TABLES

Table		Page
1.	Age of Students	8
2.	Number of Brothers and Sisters	9
3.	Sex of Students	9
4.	Major Language of Instruction Preferred	10
5.	Highest Grade You Intend to Complete	11
6.	Plans After Grade XII	12
7.	Plans of Students Not Completing High School	13
8.	Plans Regarding Post-Secondary	14
9.	Grade X Pure Demand for Post-Secondary Education in Manitoba - Percentage Distribution	16
10.	Grade XI Pure Demand for Post-Secondary Education in Manitoba - Percentage Distribution	17
11.	Stability of Post-Secondary Institutional Choice - Grade X	18
12.	Stability of Post-Secondary Institutional Choice - Grade XI.	19
13.	First Choice Program at First Choice Institution of Grade X Students - Community Colleges	20
14.	First Choice Program at First Choice Institution of Grade XI Students - Community Colleges	22
15.	Second Choice Program at Second Choice Institution of Grade X Students - Community Colleges	24
16.	Second Choice Program at Second Choice Institution of Grade XI Students - Community Colleges	26
17.	First Choice Programs at First Choice Institution of Grade X Students - University of Manitoba	28
18.	First Choice Program at First Choice Institution of Grade XI Students - University of Manitoba	29
19.	First Choice Program at First Choice Institution of Grade X Students - University of Winnipeg	30

20. First Choice Program at First Choice Institution of Grade XI Students - University of Winnipeg 30

21. First Choice Program at First Choice Institution of Grade X Students - Brandon University 31

22. First Choice Program at First Choice Institution of Grade XI Students - Brandon University 31

23. Time of First Enrolling in Post-Secondary 32

24. Plans to Enroll Full-Time/Part-Time 33

25. Influence of People on the Planning of Grade X Students 35

26. Influence of People on the Planning of Grade XI Students 36

27. Influence of High School Activities on the Planning of Grade X Students 39

28. Influence of High School Activities on the Planning of Grade XI Students 40

29. Influence of Circumstances on the Planning of Grade X Students 41

30. Influence of Circumstances on the Planning of Grade XI Students 42

31. Attitudes of Grade X Students Towards Post-Secondary Education 43

32. Attitudes of Grade XI Students Towards Post-Secondary Education 43

33. Grade X Students' Certainty of Financing Their First Year of Post-Secondary Education 44

34. Grade XI Students' Certainty of Financing Their First Year of Post-Secondary Education 44

35. Major Sources of Financing First Year of Post-Secondary Education for Grade X Students 45

36. Major Sources of Financing First Year of Post-Secondary Education for Grade XI Students 46

37. Father's Level of Education - Grade X Students 48

38. Father's Level of Education - Grade XI Students 49

39. Mother's Level of Education - Grade X Students 50

40. Mother's Level of Education - Grade XI Students 51

41. Highest Level of Education that Grade X Students Expect to Complete 52

42. Highest Level of Education that Grade XI Students Expect to Complete 53

43. Overall Academic Average of Grade X Students this Year 55

44. Overall Academic Average of Grade XI Students this Year 55

45. Overall Academic Average of Grade X Students Last Year 56

46. Overall Academic Average of Grade XI Students Last Year 56

47. Parental Income of Grade X Students 57

48. Parental Income of Grade XI Students 57

49. Awareness that Manitoba Student Aid Program Provides Assistance to High School Students 58

50. Awareness of Manitoba Student Aid Program by Grade X Students 59

51. Awareness of Manitoba Student Aid Program by Grade XI Students 60

52. Perceived Eligibility for Manitoba Student Aid Assistance by Grade X Students 60

53. Perceived Eligibility for Manitoba Student Aid Assistance by Grade XI Students 61

54. Desire for More Information About Manitoba Student Aid 61

INTRODUCTION

In Fall, 1970 a sharp dip occurred in the rate of increase in post-secondary enrollments in Manitoba. It led to unacceptably high forecasting errors in predicting the number of students who would attend post-secondary institutions and to the usual budget ramifications of unexpected contraction. It also led to considerable questioning in the use and reliability of traditional population approaches to forecasting. The traditional forecasting approach being used placed heavy reliance on historical population statistics, cohort survival and participation ratios - all of which had indicated continued growth for the post-secondary system. The drop in enrollment gave evidence that marked changes must be occurring in educational values and the outcomes of student decision-making.

Research into the process by which Manitoba's twelfth grade students make decisions concerning post-secondary education began in 1971 with a province-wide survey of Grade XII students and the development of a model for forecasting post-secondary enrollments, PDEM-I - Post-Secondary Demand and Enrollment Model I. The primary objective of the research was to produce a simulation model capable of forecasting post-secondary enrollments within an error of plus or minus 2% for a period of four to ten months into the future.

PDEM-I completed its third year of research in 1974. Over 6,500 students had been interviewed in seven surveys and followed through their final year of secondary schooling.

In 1975 the high school demand surveys entered a second phase with the development of PDEM-II. This reflected a movement of the

surveys to an in-house operational status and a longer range forecasting potential (3 years forward). In addition, PDEM-II represents a longitudinal study of students' decision-making from Grade X through their twelfth year in high school.

The 1976-77 Survey took place in September-October, 1976 with the surveying of approximately 4,000 Grade X, XI and XII students in 55 high schools throughout the province. The research provides information on students' career plans, post-secondary education plans, barriers to post-secondary studies, factors influencing students' choices of career education and financial aid needs. Information from the project has been made available to institutions and agencies in the post-secondary field to support the planning requirements designed to help meet the higher education needs of Manitobans. The report is organized into seven chapters.

Chapter I provides a summary and highlights of the findings from the 1976-77 survey. Included in this chapter is a one page summary comparing the most important profile characteristics for the various post-secondary decision groups - going university, going community college, going impacted, undecided and not going.

Chapter II discusses the methodology - sample size, survey techniques and data analysis.

A general overview of the demographic characteristics of the survey respondents is given in Chapter III.

Chapter IV discusses the future plans and aspirations of students after high school.

Institutional and program choices and time of first enrolling in post-secondary education are given in Chapter V.

Chapter VI presents information on factors influencing the student's post-secondary decision - people, high school activities and circumstances; attitudes towards post-secondary education; ability to finance their post-secondary education; family income; and information on academic standing.

The last chapter, Chapter VII, deals with the Manitoba Student Aid program - awareness of the program by students perceived eligibility for assistance, and receipt of information about the programs.

CHAPTER I

SUMMARY AND HIGHLIGHTS OF FINDINGS

1.1 Sample Size and Selection

The study is based on the survey of the sample of Grade X and Grade XI students in Manitoba in October, 1976. Twenty-eight secondary schools throughout the province were sampled, and questionnaires were administered to 1,040 Grade X and 1,040 Grade XI students. 878 completed questionnaires were returned from the Grade X students (an 84.4% response rate), and 798 questionnaires were returned from the Grade XI students (an 76.7% response rate).

1.2 Student Decision Groups

On the basis of (1) students' stated intentions concerning their post-secondary plans in the Fall, 1976, (2) their first and second choices of institutions and programs, and (3) the interrelationships between motivational, environmental, familial and other characteristics of the students' and their plans for post-secondary education, students were grouped into the following categories:

(a) "not going" group - students who were not going to or were not qualified to continue their education.

(b) "undecided" group - students who had no definite plans at the time of the survey.

(c) "going impacted" group - students who wished to continue their education but whose plans were impacted by their financial situation, academic performance, etc.

(d) "going definite" group - students who were qualified and wanted to continue their education.

1.3 Post-Secondary Plans of Grade X and XI Students

(1) Approximately 37% of the Grade X and XI students planned to go directly to post-secondary education after high school; another 32% indicated that they wished to delay going to post-secondary at least one year.

(2) Approximately 22% of the Grade X and XI students indicated that they would not continue their education after Grade XII. These students indicated that they would get a full-time job or on-the-job training.

1.4 Plans of Those Students Not Completing High School

(1) Approximately 21% of the Grade XI students indicated that they wished to go to community college directly after Grade XI; 25% intended to get a job or on-the-job training; and 29% were undecided about their future.

(2) About 29% of the Grade X students indicated that they would get a job or on-the-job training; 29% were undecided about what to do after leaving high school; another 27% stated that they would go to a community college directly after Grade X or XI.

1.5 First Choice Institutional Pure Demand

The University of Manitoba has the largest first choice pure demand share by Grade X and XI students. Approximately 52% of the

Grade X students and 46% of the Grade XI students selected the University of Manitoba as their first choice institution. Red River Community College had the second highest first choice pure demand with about 24% of Grade X students and 28% of Grade XI students selecting it as their first choice institution.

1.6 Influence of Individuals, High School Activities and Circumstances on Student's Decision

(1) For Grade X and XI students, parents are the most influential group on the students' post-secondary decision followed by "friends" and "college or university student".

(2) Grade X and XI students indicated "well prepared for continuing education", "received adequate information about opportunities for continuing education" and "someone's personal interest shown in my plans" as being the most significant high school activities influencing their post-secondary decision.

(3) The most influencial circumstances on Grade X and XI students' post-secondary plans were "social life" and "knowledge of areas of good employment opportunity".

1.7 Financial Status

(1) The majority of those Grade X and XI students going on to post-secondary education perceive little difficulty in financing their first year of post-secondary education. About 75% of those students in both grade levels indicated that they were certain or very certain about their financing.

(2) Grade X and XI students indicated summer employment, personal savings, and room-and-board at home as the major sources of funds for financing their first year of post-secondary education.

(3) About 50% of Grade X and XI students indicated that they "know a few things about the Manitoba Post-Secondary Student Aid Program".

1.8 Regional Highlights

(1) Of all the geocode regions surveyed, Grade X and XI students in Winnipeg had the highest aspirations for post-secondary education. Students in the South Central region had the lowest aspirations.

(2) The influence of persons, high school activities and circumstances on students' post-secondary plans vary from region to region on both weight and direction.

(3) Certainty of financing post-secondary education is higher for Winnipeg than for rural areas. Consistent with this is the fact that rural students regard Student Aid as a more important source of financing than Winnipeg students.

(4) Parents' level of education varies considerably between regions, but tends to be higher in Winnipeg than in the rural areas.

(5) Family incomes differ significantly between regions with the Winnipeg area having the highest and the Southeast region the lowest.

THE GRADE 10 CLASS OF 1977: PROFILE OF CHARACTERISTICS TO OUTCOMES

Profile Characteristics	OUTCOMES				
	Going University Group	Going Community College Group	Going Impacted Group	Not Going Group	Undecided
Highest Level of Education Expected to Complete	college or university degree post-graduate degree	college or university degree some college or university	college or university degree some college or university	high school	high school some college or university
Influence of Individuals	parents college/university student other relatives	parents friends other relatives	parents friends college/university student	parents friends employer	parents friends counsellor
Influence of Circumstances	good employment opportunities social life reputation of institution	social life good employment opportunities reputation of institution	social life athletic programs good employment opportunities	live away from home social life good employment opportunities	new life style live away from home athletic programs
Influence of High School Activities	well prepared for continuing education received information re: opportunities for continuing education	well prepared for continuing education received information re: opportunities for continuing education	well prepared for continuing education received information re: opportunities for continuing education	prepared with skills for immediate employment well prepared for continuing education	well prepared for continuing education received information re: opportunities for continuing education
Academic Standing	A to B	B+ to C+	B to C	B+ to C+	B to C
Father's Education	62% have a grade 12 or more education	30% have a grade 12 or more education	40% have a grade 12 or more education	25% have a grade 12 or more education	29% have a grade 12 or more education
Parents' Income	single largest group - $20,000+ (42%) 55% earn $16,000+	single largest group - $10,000 - $11,999 (24%) 28% earn $16,000+	single largest group - $20,000+ (21%) 32% earn $16,000+	single largest group - $12,000 - $13,999 (21%) 21% earn $16,000+	single largest group - $20,000+ (19%) 31% earn $16,000+
Certainty of Financing First Year	very certain	very certain	certain	N/A	certain - somewhat certain
Sources of Financial Support	room & board at home summer employment personal savings	personal savings summer employment room & board at home	summer employment personal savings room & board at home	N/A	summer employment personal savings part-time job
Necessity of Education Beyond High School For a Good Job	absolutely necessary	absolutely necessary	absolutely necessary	quite unnecessary	necessary
Importance of Education Beyond High School in Achieving Self-Fulfillment	extremely important	extremely important	important	quite unimportant	moderately important
Demand Index	51 to 107 Mean:81	58 to 89 Mean:74	38 to 98 Mean:71	30 to 84 Mean:58	32 to 102 Mean:64

NOTE: 1. The Profile of Characteristics to Outcomes is the result of research sponsored by the Manitoba Post-Secondary Research Reference Committee on a continuing basis, 1972-73-74-75-76, 77.

2. "Going Impacted" Students - Research findings since 1972 have indicated this as a large sub-group of students who intend on immediate post-secondary enrolment but due to impacting factors such as finances, quotas and constraints, employment opportunities, etc., only about 40% actually arrive.

3. Demand Index: Index composed of significant variables for the post-secondary decision. These are: motivation of the student, parents' income, father's education, "other" plans, high school academic average, and students' statements regarding going to university and plans for post-

THE GRADE 11 CLASS OF 1977: PROFILE OF CHARACTERISTICS TO OUTCOMES

Profile Characteristics	OUTCOMES				
	Going University Group	Going Community College Group	Going Impacted Group	Not Going Group	Undecided
Highest Level of Education Expected to Complete	college or university degree post-graduate degree	college or university degree some college or university	college or university degree some college or university	high school	high school some college or university
Influence of Individuals	parents college/university student friends	parents college/university student friends	parents friends other relatives	parents friends employer(s)	parents friends employer(s)
Influence of Circumstances	reputation of institution good employment opportunities social life	good employment opportunities social life reputation of institution	live away from home social life good employment opportunities	live away from home good employment opportunities social life	social life good employment opportunities live away from home
Influence of High School Activities	well prepared for continuing education received information re: opportunities for continued education and training	well prepared for continuing education received information re: opportunities for continued education and training	well prepared for continuing education received information re: opportunities for continued education and training	prepared with skills for immediate employment someone assisted me in finding employment after high school	prepared with skills for immediate employment someone expressed personal interest in my plans
Academic Standing	A to B	B+ to C+	B+ to C+	B to C	B+ to C+
Father's Education	63% have a grade 12 or more education	31% have a grade 12 or more education	35% have a grade 12 or more education	18% have a grade 12 or more education	27% have a grade 12 or more education
Family Income	single largest group - $20,000+ (44%) 62% earn $16,000+	single largest group - $20,000+ (19%) 34% earn $16,000+	single largest group - $20,000+ (20%) 33% earn $16,000+	single largest group - $20,000+ (18%) 25% earn $16,000+	single largest group - $12,000 - 13,999 (25%) 33% earn $16,000+
Certainty of Financing First Year	very certain	very certain	certain	N/A	certain
Sources of Financial Support	room and board at home summer employment personal savings	summer employment room and board at home student aid	summer employment personal savings room and board at home	N/A	summer employment personal savings room and board at home
Necessity of Education Beyond High School to Get a Good Job	absolutely necessary	absolutely necessary	moderately necessary	quite unnecessary	moderately necessary
Importance of Education Beyond High School in Achieving Self-Fulfillment	extremely important	extremely important	moderately important	quite unimportant	moderately important
Demand Index	50 to 107 Mean: 82	55 to 92 Mean: 74	44 to 102 Mean: 72	40 to 76 Mean: 57	29 to 99 Mean: 63

NOTE: 1. The Profile of Characteristics to Outcomes is the result of research sponsored by the Manitoba Post-Secondary Research Reference Committee on a continuing basis, 1972-73-74-75-76, 77.

2. "Going Impacted" Students - Research findings since 1972 have indicated this as a large sub-group of students who intend on immediate post-secondary enrolment but due to impacting factors such as finances, quotas and constraints, employment opportunities, etc., only about 40% actually arrive.

3. Demand Index: Index composed of significant variables for the post-secondary decision. These are: motivation of the student, parents' income, father's education, "other" plans, high school academic average, and students' statements regarding going to university and plans for post-

CHAPTER II

METHODOLOGY

2.1 Sample Size and Selection

The target population of schools for the 1976-77 PDEM-II survey included all public and private schools in Manitoba having enrollments in Grades X, XI and XII. In September, 1976 there were 18,095 Grade X students, 16,037 Grade XI students and 14,409 Grade XII students enrolled in secondary schools in the province.*

After investigating the effects of total cost and sampling error, in relation to the objectives of the research, the total sample size for each of the groups was determined to be 1,040 Grade X students (5.7% of the target population), 1,040 Grade XI students (6.5% of the target population), and 1,990 Grade XII students (13.8% of the target population). The sample design for the 1976-77 survey was based on the following factors:

(a) population distribution by geocode region

(b) participation rate of schools in post-secondary education

(c) special agency requirements.

Based on these factors, high schools were selected at random as primary sampling units from the geocode regions. The list of schools and their respective geocode regions appears in Appendix A.

2.2 Questionnaire Development

The survey questionnaire was developed by a working group consisting of a number of members of the Post-Secondary Research

---

* These are estimates of the high school student populations. The actual enrollment statistics were not available at the time of writing.

Reference Committee. It was based, with minor modifications, on the questionnaire used in the 1975-76 survey. As in the previous survey instrument, special emphasis was placed on (a) the longitudinal aspects of the PDEM-II (i.e. surveying Grade X and Grade XI in addition to Grade XII), (b) the increased interest in the students' actual or perceived barriers to post-secondary education, and (c) the desire to simulate effects of various impacting factors on the student's decision. Those questions which are essential to the forecasting model were retained. An example of the Grade X and XI questionnaire appears in Appendix B.

2.3 Survey Techniques

During the fall of 1976, school superintendents were informed of the survey and were requested to cooperate with the PDEM-II team in contacting school principals in the divisions where schools had been selected for the survey. After agreement had been reached the background, objectives and methodology of research were explained to the school principals whose assistance in conducting the survey was solicited. Schools then supplied the survey team with Grade X, XI and XII class lists from which the samples for each of the schools were drawn. These sample lists were then returned to the schools.

The process of administering the survey was done in two different methods. Schools immediately within the City of Winnipeg, those within easy driving distance of the city and those in large rural centres, (e.g. Brandon, Portage la Prairie), were visited by the survey teams which administered the questionnaire in large group sessions. Mail packages

consisting of the questionnaires, along with taped and written instructions for the students and school personnel, were sent to the schools in other areas. The survey was administered by the school personnel.

2.4 Data Analysis

The incoming questionnaires were checked first for completeness and then for data purity. In the next phase, the results were coded under supervision by the survey team and checked by the supervisor. The coded questionnaires were keypunched and verified; the basic computer files created and processed. Selected combinations of variables in the form of multi-dimensional arrays and basic statistics were calculated for each sub-population. During the analysis new sub-populations were formed according to the logics and direction of the research, and quantitative conclusions were drawn in successive steps using statistical and operational research techniques.

CHAPTER III

GENERAL CHARACTERISTICS

This chapter will discuss some of the general characteristics of the students surveyed, including age, sex, and number of brothers and sisters.

3.1 Age Distribution

The age distribution of Grade X and XI students surveyed this year is displayed in Table I. The results indicate that the majority of Grade X students were fifteen and Grade XI students sixteen years of age.

TABLE I

AGE OF STUDENTS

Age	Grade X	Grade XI
14 or less	15.1%	0.3%
15	67.8	17.9
16	13.4	69.5
17 or more	3.7	12.3
	N = (834)	N = (747)

3.2 Number of Brothers and Sisters

Survey responses indicate that 45.9% of Grade X and 41.1% of the Grade XI students have two or fewer brothers and sisters (Table 2).

TABLE 2

NUMBER OF BROTHERS AND SISTERS

Number	Grade X	Grade XI
1 or less	21.2%	18.6%
2	24.7	22.5
3	22.2	22.8
4	11.0	13.3
5 or more	20.9	22.8
	N = (846)	N = (764)

3.3 Sex

Results show that slightly more than 50% of the Grade X and XI students sampled were female (Table 3).

TABLE 3

SEX OF STUDENTS

Sex	Grade X	Grade XI
M	46.3%	48.6%
F	53.7	51.4
	N = (846)	N = (764)

3.4 Major Language of Instruction

The majority of students at both grade levels indicated that the preferred language of instruction was English (Table 4).

TABLE 4

MAJOR LANGUAGE OF INSTRUCTION PREFERRED

Language	Grade X N = (637)	Grade XI N = (586)
French	1.4%	1.9%
English	83.7	91.6
Both	14.9	6.5

CHAPTER IV

FUTURE PLANS AND ASPIRATIONS

This chapter discusses student plans relevant to the highest Grade students intend to complete, their plans after leaving high school and their plans regarding post-secondary education.

4.1 Highest Grade Intend to Complete

When queried as to the highest grade they intended to complete, 94.1% of Grade X students and 95.0% of Grade XI students indicated that they would complete Grade XII (Table 5).

TABLE 5

HIGHEST GRADE YOU INTEND TO COMPLETE

Highest Grade	Grade X	Grade XI
Grade X	3.0%	---
Grade XI	2.9	5.0
Grade XII	94.1	95.0
	N = (842)	N = (759)

4.2 Plans After Grade XII

Responding to questions regarding their plans after Grade XII (Table 6), 36.2% of Grade X and 38.6% of Grade XI students indicated that they planned to go directly on to post-secondary education. On the other hand, 31.6% and 33.8% of Grade X and XI students respectively wished to

take at least one year off and then continue their post-secondary training. "Part-time training at University or Community College while working" was selected by 9.6% and 7.0% of Grade X and XI students, respectively. Of the students surveyed, 22.6% of Grade X and 20.6% of Grade XI students indicated they wished to "get a full or part-time job or on-the-job training."

TABLE 6

PLANS AFTER GRADE XII

Plans	Grade X	Grade XI
Go to post-secondary directly	36.2%	38.6%
Take at least one year off and then go to post-secondary	31.6	33.8
Go to Community College or University part-time while working	9.6	7.0
Get a full-time job or on-the-job training	22.6	20.7
	N = (740)	N = (668)

4.3 Plans of Students Not Intending to Complete High School

The students who indicated that they would neither go on to post-secondary education or complete their high school education were asked what they intended to do after high school (Table 7). For Grade X students, 27.0% indicated they planned to go to Community College, 28.7% indicated they wished to get a job, 27.8% were undecided and 16.5%

wanted to take time off to travel and then go to Community College. 21.1% of Grade XI students indicated they wished to go to Community College, 28.9% were undecided, 25.0% wanted to get on-the-job training and 25.0% wanted to take time off and travel.

TABLE 7

PLANS OF STUDENTS NOT COMPLETING HIGH SCHOOL

Plans	Grade X	Grade XI
Go to Community College directly after Grade X or Grade XI	27.0%	21.1%
Get a job or on-the-job training	28.7	25.0
Undecided	27.8	28.9
Take a year off to work or travel and then go to Community College	16.5	25.0
	N = (120)	N = (80)

4.4 Plans Regarding Post-Secondary Education

Student plans regarding post-secondary education (Table 8) indicated that 22.2% of Grade X students and 19.5% of Grade XI students were undecided regarding post-secondary education. 35.3% of Grade X students were "going on if things work out" while 31.1% were "definitely going on". Of the Grade X students going on, 65.9% want to go to university, 13.5% want to go to community college, and 20.6% want to go to another post-secondary institution either inside or outside of Manitoba. Only 10.0% of Grade X students stated they were "not going on"

to post-secondary. For the Grade XI students, 34.0% were "going on if things worked out", 34.2% were "definitely going on" and 9.7% were "not going on" to post-secondary education. Of the 34.2% definitely going on, 58.5% want to go to university, 22.2% want to go to community college, and 19.3% want to go to another post-secondary institution either inside or outside of Manitoba.

TABLE 8

PLANS REGARDING POST-SECONDARY

Plans	Grade X	Grade XI
Undecided	22.2%	19.5%
Going on "if things work out"	35.3	34.0
Definitely going on:		
To University	20.5	20.0
To Community College	4.2	7.6
To other Institution	6.4	6.6
Not going on	10.0	9.7
Other	1.4	2.6
	N = (793)	N = (743)

CHAPTER V

INSTITUTIONAL AND PROGRAM CHOICES

This section discusses the institutional and program choices of Grade X and XI students.

5.1 First Choice Post-Secondary Institution

The tabulation of Grade X pure demand for post-secondary education (Table 9) indicated that the University of Manitoba had the largest first choice and second choice pure demand share, while Brandon University had the largest third choice pure demand share of all institutions chosen. Grade XI students chose the University of Manitoba 45.7% of the time as a first choice institution. This dropped to 26.6% as a second choice, but was still large enough to have the largest demand share. Red River Community College was the most frequently chosen institution as a student's third choice at 22.1% (Table 10).

TABLE 9

GRADE X 'PURE DEMAND' FOR POST-SECONDARY EDUCATION IN MANITOBA - PERCENTAGE DISTRIBUTION

Institution	First Choice	Second Choice	Third Choice
University of Manitoba	51.7%	26.3%	11.3%
University of Winnipeg	4.8	20.3	13.2
Brandon University	4.2	11.5	19.4
St. Boniface College	0.9	0.0	0.0
University - Total	61.6 (N=367)	58.1 (N=264)	43.9 (N=114)
Red River Community College	23.6	19.1	14.8
Assiniboine Community College	3.3	7.0	12.5
Keewatin Community College	0.8	1.5	5.1
Community College - Total	27.7 (N=169)	27.6 (N=122)	32.4 (N=89)
Others - Inside Manitoba	1.6	3.1	6.6
Others - Outside Manitoba	9.1	11.2	17.1
Others - Total	10.7 (N=70)	14.3 (N=51)	23.7 (N=41)
TOTAL	100.0 (N=606)	100.0 (N=437)	100.0 (N=244)

'Pure Demand' is defined as the demand by students for a particular program or institution, given no constraint in quotas, ability to finance the first year of post-secondary education, academic grades, etc.

TABLE 10

GRADE XI 'PURE DEMAND' FOR POST-SECONDARY EDUCATION IN MANITOBA - PERCENTAGE DISTRIBUTION

Institution	First Choice	Second Choice	Third Choice
University of Manitoba	45.7%	26.6%	11.9%
University of Winnipeg	4.9	19.8	20.1
Brandon University	3.2	10.7	11.6
St. Boniface College	0.9	0.0	0.0
University - Total	54.7 (N=294)	57.1 (N=245)	43.6 (N=104)
Red River Community College	27.8	15.2	22.1
Assiniboine Community College	3.2	9.1	5.4
Keewatin Community College	1.0	0.9	9.5
Community College - Total	32.0 (N=196)	25.2 (N=114)	37.0 (N=84)
Others - Inside Manitoba	2.5	3.8	4.4
Others - Outside Manitoba	10.8	13.9	15.0
Others - Total	13.3 (N=78)	17.7 (N=63)	19.4 (N=49)
TOTAL	100.0 (N=568)	100.0 (N=422)	100.0 (N=237)

'Pure Demand' is defined as the demand by students for a particular program or institution, given no constraint in quotas, ability to finance the first year of post-secondary education, academic grades, etc.

5.1.1 Stability of Choice

Tables 11 and 12 show the stability of institutional choice of Grade X and XI students, i.e. the percentage of students choosing the same or another institutional type as their second choice. The results show that the majority of Grade X and XI students who chose a university as their first choice also chose a university as their second choice. For the community colleges and other institutions, the trend is to select the same institution for second choice as for first choice, but the trend is not as stable as for the universities.

TABLE 11

STABILITY OF POST-SECONDARY INSTITUTIONAL CHOICE

(Percentage of Grade X students choosing a type of post-secondary institution as first choice and also choosing that type as second choice.)

First Choice Institution	Second Choice Institution				
	University	Community College	Other Inside Manitoba	Other Outside Manitoba	Not Stated
University	47.1%	20.4%	1.9%	7.6%	23.0%
Community College	33.7	25.4	0.0	0.6	40.3
Other Inside Manitoba	33.3	11.1	22.2	0.0	33.3
Other Outside Manitoba	47.5	1.6	0.0	21.3	29.6

TABLE 12

STABILITY OF POST-SECONDARY INSTITUTIONAL CHOICE

(Percentage of Grade XI students choosing a type of post-secondary institution as first choice and also choosing that type as second choice.)

First Choice Institution	Second Choice Institution				
	University	Community College	Other Inside Manitoba	Other Outside Manitoba	Not Stated
University	47.6%	18.0%	1.7%	10.5%	22.2%
Community College	35.7	28.6	1.0	2.0	32.7
Other Inside Manitoba	26.7	20.0	20.0	0.0	33.3
Other Outside Manitoba	47.6	3.2	1.6	25.4	22.2

5.2 Program Choice at First Choice Institution

5.2.1 First Choice Program - Community Colleges

First choice program distribution for Grade X and Grade XI students selecting a community college as first choice institution are shown in Tables 13 and 14 respectively. The split between two year and one year programs in the group choosing Red River Community College as a first choice institution was 47.5% to 52.5% respectively for Grade X students and 54.9% to 45.1% respectively for Grade XI students. Overall, Applied Art and Business courses at Red River C.C. represented the most popular program choice with a 33.6% share of Grade X students and a 38.5% share of Grade XI students. The first choice distributions for Assiniboine C.C. and Keewatin C.C., Grade X and Grade XI students are also shown in Tables 13 and 14.

TABLE 13

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE X STUDENTS - COMMUNITY COLLEGES

N = 157

Program	%
Red River Community College (N = 122)	
A. Two Year Programs	
Health Science	17.2
Industry and Technology	
- Chemical Technology Group	0.8
- Civil Technology Group	4.1
- Electrical-Electronic Group	10.7
Teacher Education	0.8
Applied Arts and Business	13.9
B. One-Year or Less Programs	
Health Science	8.2
Applied Arts and Business	
- Courses Requiring Gr. XII or Equivalent	0.8
- Courses Requiring Gr. XI or Less	18.9
Teacher Education	0.8
Industry and Technology	
- Auto/Diesel	10.7
- Construction	3.3
- Drafting	3.3
- Industrial Electrical	0.8

TABLE 13 (continued) 21

- Metals	1.6
- Industrial Electronics	4.1
	100.0

Assiniboine Community College (N = 30)

Administrative Studies	3.3
Business Education Skills	3.3
Construction and Drafting	16.7
Consumer Services	10.0
Electrical Department	0.0
Mechanical Department	30.0
Social Services	36.7
	100.0

Keewatin Community College (N = 5)

Applied Studies	0.0
Trades and Technology	100.0
	100.0

TABLE 14

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE XI STUDENTS - COMMUNITY COLLEGES

N = 1

Program	%
Red River Community College (N = 116)	
A. Two Year Programs	
Health Science	11.1
Industry and Technology	
- Chemical Technology Group	2.6
- Civil Technology Group	5.2
- Electrical-Electronic Group	11.8
Teacher Education	0.7
Applied Arts and Business	23.5
B. One-Year or Less Programs	
Health Science	9.8
Applied Arts and Business	
- Courses Requiring Gr. XII or Equivalent	0.0
- Courses Requiring Gr. XI or Less	15.0
Teacher Education	1.3
Industry and Technology	
- Auto/Diesel	8.5
- Construction	2.6
- Drafting	0.0
- Industrial Electrical	3.3

TABLE 14 (continued) 23

- Metals	3.3
- Industrial Electronics	1.3
	100.0

Assiniboine Community College (N = 29)

Administrative Studies	10.3
Business Education Skills	10.3
Construction and Drafting	6.9
Consumer Services	6.9
Electrical Department	17.2
Mechanical Department	24.2
Social Services	24.2
	100.0

Keewatin Community College (N = 6)

Applied Studies	67.7
Trades and Technology	33.3
	100.0

5.2.2 Second Choice Programs - Community Colleges

The second choice program distribution at Red River C.C., Assiniboine C.C. and Keewatin C.C. for Grade X and Grade XI students respectively, are shown in Tables 15 and 16. The split between two year and one year programs at Red River C.C. remained about the same as that for first choice programs for Grade X students (48.9% to 51.1%). For Grade XI students the split (41.4% to 58.6%) shifted as more students selected one year programs. The distributions at Assiniboine C.C. and Keewatin C.C. remain relatively the same over first and second choice programs.

TABLE 15

SECOND CHOICE PROGRAM AT FIRST CHOICE INSTITUTION
OF GRADE X STUDENTS - COMMUNITY COLLEGES

N = 112

Program	%
Red River Community College (N = 88)	
A. Two Year Programs	
Health Science	6.8
Industry and Technology	
- Chemical Technology Group	2.3
- Civil Technology Group	3.4
- Electrical-Electronic Group	10.2
Teacher Education	2.3
Applied Arts and Business	23.9

TABLE 15 (continued) 25

B. One-Year or Less Programs

Health Science	4.5
Applied Arts and Business	
- Courses Requiring Gr. XII or Equivalent	1.1
- Courses Requiring Gr. XI or Less	20.5
Teacher Education	0.0
Industry and Technology	
- Auto/Diesel	15.8
- Construction	2.3
- Drafting	0.0
- Industrial Electrical	2.3
- Metals	2.3
- Industrial Electronics	2.3

Assiniboine Community College (N = 20)

Administrative Studies	5.0
Business Education Skills	15.0
Construction and Drafting	15.0
Consumer Services	5.0
Electrical Department	15.0
Mechanical Department	30.0
Social Services	15.0
	100.0

Keewatin Community College (N = 4)

Applied Studies	0.0
Trades and Technology	100.0
	100.0

TABLE 16

SECOND CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE XI STUDENTS - COMMUNITY COLLEGES

N = 147

Program	%
Red River Community College (N = 116)	
A. Two Year Programs	
Health Science	8.6
Industry and Technology	
- Chemical Technology Group	1.7
- Civil Technology Group	4.3
- Electrical-Electronic Group	12.1
Teacher Education	2.6
Applied Arts and Business	12.1
B. One-Year or Less Programs	
Health Science	11.2
Applied Arts and Business	
- Courses Requiring Gr. XII or Equivalent	1.7
- Courses Requiring Gr. XI or Less	21.6
Teacher Education	2.6
Industry and Technology	
- Auto/Diesel	12.8
- Construction	0.9
- Drafting	0.9
- Industrial Electrical	0.9

TABLE 16 (continued) 27

- Metals	3.4
- Industrial Electronics	2.6
Assiniboine Community College (N = 25)	
Administrative Studies	4.0
Business Education Skills	20.0
Construction and Drafting	16.0
Consumer Services	4.0
Electrical Department	0.0
Mechanical Department	48.0
Social Services	8.0
Keewatin Community College (N = 6)	
Applied Studies	33.3
Trades and Technology	67.7

5.2.3 First Choice Programs - Universities

The respective first choice program distribution for Grade X and Grade XI students who selected a Manitoba University as a first choice institution are shown in Tables 17 and 18 for the University of Manitoba, Tables 19 and 20 for the University of Winnipeg, and Tables 21 and 22 for Brandon University. Due to the relatively small sample size and the proportionately small number of responses selecting St. Boniface College, a distribution table of first choice programs was not constructed for St. Boniface College.

TABLE 17

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE X STUDENTS - UNIVERSITY OF MANITOBA

Program	Number	%
Agriculture	13	4.1
Architecture	13	4.1
Arts	33	10.3
Administrative Studies	12	3.8
Education	27	8.4
Engineering	18	5.6
Home Economics	4	1.2
Pharmacy	4	1.2
Science	42	13.1
Fine Arts	9	2.8
Dental Hygiene	5	1.6
Medical Rehabilitation	7	2.2
Music	6	1.9
Nursing	18	5.6
Physical Education	31	9.7
Social Work	22	6.9
Dentistry	5	1.6
Law	31	9.7
Medicine	20	6.2
TOTAL	320	100.0

TABLE 18

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE XI STUDENTS - UNIVERSITY OF MANITOBA

Program	Number	%
Agriculture	24	9.4
Architecture	11	4.3
Arts	26	10.2
Administrative Studies	6	2.4
Education	24	9.4
Engineering	15	5.9
Home Economics	4	1.6
Pharmacy	7	2.7
Science	34	13.3
Fine Arts	7	2.7
Dental Hygiene	3	1.2
Medical Rehabilitation	8	3.1
Music	5	2.0
Nursing	8	3.1
Physical Education	20	7.8
Social Work	17	6.7
Dentistry	6	2.4
Law	19	7.5
Medicine	11	4.3
TOTAL	255	100.0

TABLE 19 30

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION
OF GRADE X STUDENTS - UNIVERSITY OF WINNIPEG

Program	Number	%
Arts	6	37.5
Education	3	18.7
Science	7	43.8
TOTAL	16	100.0

TABLE 20

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION
OF GRADE XI STUDENTS - UNIVERSITY OF WINNIPEG

Program	Number	%
Arts	3	27.3
Education	2	18.2
Science	6	54.5
TOTAL	11	100.0

TABLE 21

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE X STUDENTS - BRANDON UNIVERSITY

Program	Number	%
Agriculture	2	8.0
Arts	4	16.0
Education	10	40.0
Science	4	16.0
Music	1	4.0
General Studies	4	16.0
TOTAL	25	100.0

TABLE 22

FIRST CHOICE PROGRAM AT FIRST CHOICE INSTITUTION

OF GRADE XI STUDENTS - BRANDON UNIVERSITY

Program	Number	%
Agriculture	1	4.2
Arts	2	8.3
Education	11	45.8
Science	7	29.2
Music	2	8.3
General Studies	1	4.2
TOTAL	24	100.0

5.3 Time of First Enrolling

Students' statements respecting their time of first enrolling in post-secondary education showed a relative consistency of responses for the two classes with 74.2% of the Grade X and 78.1% of the Grade XI class indicating that they would enroll within their first year of graduation from high school (Table 23).

TABLE 23

TIME OF FIRST ENROLLING IN POST-SECONDARY

Time	Grade X	Grade XI
First September After Final Year of High School	45.8%	52.1%
First February After Final Year of High School	28.4	26.0
2 Years After Graduation	22.0	20.2
3 Years After Graduation	1.4	0.9
4 Years After Graduation	1.6	0.3
5 Years After Graduation	0.8	0.5
	N = (633)	N = (584)

5.3.1 Plans to Enroll Full-Time/Part-Time

Table 24 indicates that 56.0% of the Grade X and 65.0% of the Grade XI class would continue their studies full-time. There is also a significant percentage, 30.4% for Grade X and 24.9% for Grade XI, that indicate they "don't know" whether they will enroll full-time of part-time.

TABLE 24

PLANS TO ENROLL FULL-TIME/PART-TIME

Plans	Grade X	Grade XI
Full-Time	56.0%	65.0%
Part-Time Day	11.6	8.4
Part-Time Evening	2.0	1.7
Don't Know	30.4	24.9
	N = (637)	N = (592)

CHAPTER VI

INFLUENCES ON DECISIONS

6.1 Influences on the Student's Post-Secondary Decision

A number of questions on the survey were designed to study factors that influence the decision-making of Grade X and XI students. These questions focus on a number of areas: the influence of individuals, the influence of high school activities, the influence of circumstances, the student's motivation towards education beyond high school, the financing of post-secondary education, the education levels of parents, academic average, parental income levels and the student's general awareness of the Manitoba Student Aid program and high school counseling activities.

6.1.1 Influence of People

The most influential people on the Grade X and Grade XI students planning for the future were the parents (Tables 25 and 26). The next most influential people were friends and college or university student with friends being more influential to the 'not going' group than the 'going' group and college or university student being more influential on the 'going' group than the 'not going' group. These trends are consistent for both Grade X and Grade XI students.

TABLE 25

INFLUENCE OF PEOPLE ON THE PLANNING OF GRADE X STUDENTS

Person	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Parents	68.4%	1	68.7%	1	74.0%	1	70.5%	1	65.8%	1
Friends	25.8	2	28.1	3	30.4	2	26.9	2	34.2	2
College or University Student	25.8	3	22.6	4	16.8	6	21.3	3	10.8	6
Relatives	20.0	4	37.5	2	17.9	5	16.4	6	15.8	3
Teacher	18.6	5	9.4	9	18.7	4	18.8	5	15.8	4
Counsellor	14.9	6	16.1	5	16.7	7	13.6	7	10.7	7
College or University Representative	13.5	7	10.3	8	9.7	8	7.1	8	4.1	9
Employer(s)	11.1	8	16.1	6	19.8	3	18.9	4	12.0	5
Religious Leader	5.9	9	15.6	7	7.8	9	6.7	9	7.9	8

NOTE: Percentages refer to students indicating a significant or stronger influence.

TABLE 26

INFLUENCE OF PEOPLE ON THE PLANNING OF GRADE XI STUDENTS

Person	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Parents	73.2%	1	72.2%	1	63.8%	1	71.4%	1	62.3%	1
Friends	25.4	3	27.8	3	28.8	2	25.7	2	30.4	2
College or University Student	31.0	2	29.6	2	15.1	4	20.0	4	11.6	6
Relatives	19.9	4	11.1	8	14.4	5	20.0	3	24.6	3
Teacher	18.3	5	17.0	5	12.2	6	19.6	5	8.7	7
Employer(s)	14.1	6	29.6	3	18.0	3	18.4	6	24.6	4
College or University Representative	12.9	7	11.3	7	8.0	8	10.5	8	7.4	8
Counsellor	12.8	8	16.7	6	10.2	7	11.3	7	13.0	5
Religious Leader	3.5	9	11.1	9	6.5	9	4.6	9	2.9	9

NOTE: Percentages refer to students indicating a significant or stronger influence.

6.1.2 Influence of High School Activities

Grade X and XI students in the 'going' groups identified, "prepared for continuing education" and "information on continuing education and training" as the high school activities having the most influence on their planning (Tables 27 and 28). Grade X and XI students in the 'not going' categories indicated that they were "prepared with skills for immediate employment" and that the most influential high school activities included "assistance in finding employment after high school" and being "prepared for continuing education". In general, of least influence on students in both grades was the high school counselling service.

6.1.3 Influence of Circumstances

Of significant circumstances that influenced Grade X and XI students' planning, "social life" and "knowledge of good employment opportunities" were most important, (Tables 29 and 30). Other circumstances that had a significant influence were "reputation of the institution" for the 'going' group and the "opportunity to live away from home" for the 'not going' group.

6.2 Attitudes Towards Post-Secondary Education

Grade X and XI student attitudes towards post-secondary education are shown in Tables 31 and 32. Students at both grade levels and in all categories except the 'not going' one, appear to have positive attitudes towards post-secondary education. About 90% of the 'definitely going' students in Grade X and XI felt that education beyond high school was "necessary to get a good permanent job" and "important

for the sake of learning itself and self-fulfillment". Generally speaking, students at the Grade X level seem to have slightly stronger positive attitudes towards post-secondary education than students at the Grade XI level.

6.3 Financing the First Year of Post-Secondary Education

6.3.1 Certainty of Financing the First Year of Continuing Education

Students were asked if they had any concerns about their ability to finance their post-secondary plans and to indicate whether they were very certain, certain, somewhat certain or not certain at all to the questions (Tables 33 and 34). It is evident that the majority of Grade X and XI students perceive very little difficulty in financing their first year of post-secondary education. About 85% of the 'going' students in both grades indicated that they were certain or very certain about their financing. Only about 5% of the Grade X and XI students in the 'going' group were "not certain at all" about their financing.

6.3.2 Major Sources of Financing

Tables 35 and 36 identify the sources of finances for the first year of continuing education as indicated by Grade X and Grade XI students respectively. Summer employment and room and board at home were the major sources of financing indicated most often by Grade X and XI students. Personal savings was the next most important source indicated by the majority of the students. A full-time job during the academic year was considered as a major source by the fewest Grade X and XI students.

TABLE 27

INFLUENCE OF HIGH SCHOOL ACTIVITIES ON THE PLANNING OF GRADE X STUDENTS

Activity	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Prepared for Continuing Education	77.9%	1	75.0%	1	33.1%	1	59.3%	1	25.0%	2
Information on Continuing Education and Training	37.7	2	38.7	2	27.4	2	36.4	2	14.7	4
Personal Interest Shown	26.6	3	34.4	3	13.7	7	29.5	3	16.0	3
Activities with Future Use	24.7	4	25.0	5	14.9	5	18.6	5	10.5	6
Contact with Education Representatives	21.2	5	28.1	4	14.9	4	17.5	6	6.6	7
Prepared with Skills for Immediate Employment	18.2	6	18.7	7	20.7	3	22.9	4	29.3	1
Counselling Service	9.7	7	21.9	6	8.4	8	11.0	8	4.0	8
Assistance in Finding Employment	5.3	8	13.3	8	14.4	6	13.0	7	13.5	5

NOTE: Percentages refer to students indicating a significant or stronger influence.

TABLE 28

INFLUENCE OF HIGH SCHOOL ACTIVITIES ON THE PLANNING OF GRADE XI STUDENTS

Activity	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Prepared for Continuing Education	81.0%	1	51.8%	1	20.9%	4	47.3%	1	21.7%	3
Information on Continuing Education and Training	46.5	2	48.1	2	19.9	5	41.1	2	13.2	4
Personal Interest Shown	26.8	3	35.2	3	22.5	3	29.5	3	26.1	2
Activities with Future Use	26.1	4	22.2	5	14.4	6	20.0	5	10.1	5
Contact with Education Representatives	23.4	5	14.8	6	8.8	7	14.5	7	7.2	7
Prepared with Skills for Immediate Employment	17.0	6	24.1	4	32.4	1	23.2	4	37.7	1
Counselling Service	10.6	7	11.1	8	4.5	8	9.2	8	8.8	6
Assistance in Finding Employment	6.4	8	13.2	7	24.6	2	14.7	6	7.2	7

NOTE: Percentages refer to students indicating a significant or stronger influence.

TABLE 29

INFLUENCE OF CIRCUMSTANCES ON THE PLANNING OF GRADE X STUDENTS

Circumstance	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Knowledge of Good Employment Opportunities	47.1%	1	41.9%	2	24.4%	5	36.5%	2	32.9%	3
Social Life	38.5	2	58.1	1	42.8	1	43.4	1	41.3	2
Reputation of Institution	38.3	3	41.9	3	18.9	6	26.7	6	17.8	7
New Life Style	24.1	4	36.4	4	25.7	4	28.8	5	23.2	5
Athletic or Recreational Programs	21.9	5	22.6	6	38.3	3	31.3	4	26.7	4
State of Economy	19.6	6	21.9	7	16.9	7	20.5	7	21.3	6
Live Away From Home	18.8	7	35.5	5	39.9	2	32.2	3	41.9	1
Religious Relationship	10.5	8	16.1	8	12.0	8	10.3	8	8.2	8

NOTE: Percentages refer to students indicating a significant or stronger influence.

TABLE 30

INFLUENCE OF CIRCUMSTANCES ON THE PLANNING OF GRADE XI STUDENTS

Circumstance	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Reputation of Institution	45.0%	1	32.1%	3	18.8%	7	35.2%	4	10.1%	7
Knowledge of Good Employment Opportunities	44.7	2	42.6	1	36.7	2	42.0	2	49.3	1
Social Life	37.6	3	40.4	2	43.5	1	43.0	1	43.5	3
Live Away From Home	32.6	4	19.2	7	34.6	3	39.1	3	49.3	2
State of Economy	29.8	5	24.1	5	23.4	5	29.3	6	21.7	6
New Life Style	29.1	6	31.0	4	27.0	4	32.0	5	28.6	4
Athletic or Recreational Programs	24.8	7	21.2	6	20.3	6	27.4	7	23.2	5
Religious Relationship	9.3	8	7.5	8	5.9	8	6.3	8	10.1	8

NOTE: Percentages refer to students indicating a significant or stronger influence.

TABLE 31

ATTITUDES OF GRADE X STUDENTS TOWARDS POST-SECONDARY EDUCATION

Attitude	Going to University	Going to Community College	Undecided	Going Impacted	Not Going
Not Necessary to get a good permanent job	9.5%	6.5%	25.9%	11.2%	58.1%
Necessary to get a good permanent job	90.5	93.5	74.1	88.8	41.9
Not important for the sake of learning itself and self-fulfillment	8.1	6.9	22.0	15.3	55.4
Important for the sake of learning itself and self-fulfillment	91.9	93.1	78.0	84.7	44.6

TABLE 32

ATTITUDES OF GRADE XI STUDENTS TOWARDS POST SECONDARY EDUCATION

Attitude	Going to University	Going to Community College	Undecided	Going Impacted	Not Going
Not necessary to get a good permanent job	7.7%	6.5%	34.3%	21.4%	64.4%
Necessary to get a good permanent job	92.3	93.5	65.7	78.6	35.6
Not important for the sake of learning itself and self-fulfillment	13.4	11.4	32.4	28.3	60.9
Important for the sake of learning itself and self-fulfillment	86.6	88.6	67.6	71.7	39.1

TABLE 33

GRADE X STUDENTS' CERTAINTY OF FINANCING

THEIR FIRST YEAR OF POST-SECONDARY EDUCATION

Certainty	Going to University (N=155)	Going to Community College (N=31)	Undecided (N=94)	Going Impacted (N=253)	Not Going (N=7)
Very Certain	55.5%	45.2%	22.3%	21.8%	57.1%
Certain	32.3	29.0	26.6	39.9	14.3
Somewhat Certain	9.0	25.8	29.8	30.0	28.6
Not Certain At All	3.2	0.0	21.3	8.3	0.0

TABLE 34

GRADE XI STUDENTS' CERTAINTY OF FINANCING

THEIR FIRST YEAR OF POST-SECONDARY EDUCATION

Certainty	Going to University (N=142)	Going to Community College (N=54)	Undecided (N=77)	Going Impacted (N=229)	Not Going (N=6)
Very Certain	61.3%	42.6%	27.3%	27.1%	0.0%
Certain	29.6	42.6	28.6	32.8	50.0
Somewhat Certain	7.0	9.3	32.5	31.0	0.0
Not Certain At All	2.1	5.5	11.6	9.1	50.0

TABLE 35

MAJOR SOURCES OF FINANCING FIRST YEAR OF POST-SECONDARY EDUCATION FOR GRADE X STUDENTS

Source	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Room and Board at Home	45.8%	1	31.0%	3	32.2%	3	35.2%	3	28.6%	3
Summer Employment	41.0	2	33.3	1	48.8	1	42.7	1	42.9	1
Personal Savings	30.1	3	32.3	2	42.2	2	37.2	2	14.3	6
Government Student Aid	21.4	4	13.3	7	15.1	6	22.1	5	42.9	2
Other Scholarships, Grants	20.3	5	23.3	4	12.8	7	19.8	6	28.6	4
Part-Time Job During Academic Year	18.7	6	19.4	5	27.9	4	28.0	4	0.0	8
Monetary Aid From Relatives	13.7	7	16.7	6	11.0	8	14.0	8	28.6	5
Full-Time Job During Academic Year	11.6	8	7.1	8	16.7	5	14.8	7	14.3	7

TABLE 36

MAJOR SOURCES OF FINANCING FIRST YEAR OF POST-SECONDARY EDUCATION FOR GRADE XI STUDENTS

Source	Going to University		Going to Community College		Undecided		Going Impacted		Not Going	
	%	Rank	%	Rank	%	Rank	%	Rank	%	Rank
Room and Board At Home	48.9%	1	44.9%	2	34.2%	3	35.6%	2	60.0%	3
Summer Employment	41.4	2	45.3	1	48.8	1	42.7	1	80.0	1
Personal Savings	31.7	3	26.9	3	43.8	2	31.0	3	80.0	2
Part-Time Job During Academic Year	24.8	4	23.1	5	16.5	6	20.1	5	60.0	4
Government Student Aid	19.1	5	24.5	4	23.7	4	26.4	4	20.0	6
Monetary Aid From Relatives	16.4	6	16.3	6	13.2	7	18.3	6	20.0	7
Other Scholarships, Grants	14.1	7	11.1	8	11.5	8	16.9	7	0.0	8
Full-Time Job During Academic Year	5.2	8	11.8	7	17.9	5	12.2	8	60.0	5

6.4 Parents Level of Education

6.4.1 Father's Level of Education

Tables 37 and 38 summarize fathers' levels of education for Grade X and XI students. Both grade levels have similar results with the fathers of the 'going to university' group having the highest level of education. About 36% of the 'going to university' groups fathers have less than high school graduation, while 60-70% of the other groups fathers have less than high school graduation. About 30% of the 'going to university' group's fathers at both grade levels, have a university/college/community college degree or post graduate degree compared with less than 10% for all the other groups.

6.4.2 Mother's Level of Education

Tables 39 and 40 reveal that Grade X and XI students intending to go to University have mothers with higher levels of education than those in any of the other categories. 62.9% of Grade X students' and 69.2% of Grade XI students' mothers have a Grade XII level of education or post-secondary education training. This can be contrasted with the fact that 70% - 90% of the mothers of the students in the other groups have a Grade XII education or lower.

6.4.3 Highest Level of Education Students Expect to Complete

As Tables 41 and 42 indicate the highest level of education that a student expects to complete is reflected by the group that they are in. Over 90% of the 'going to university' group expect to graduate with at least a university, college or community college degree, while 90% or less of the 'not going' group do not expect to complete any education past the high school level.

TABLE 37

FATHER'S LEVEL OF EDUCATION - GRADE X STUDENTS

Level of Education	Going to University N=(148)	Going to Community College N=(29)	Undecided N=(163)	Going Impacted N=(257)	Not Going N=(73)
Grade VIII or Less	8.8%	24.1%	39.2%	25.9%	49.3%
Some High School	28.4	41.4	28.9	31.6	24.7
High School Graduate	14.2	17.2	16.3	15.6	9.6
Technical-Vocational School above High School	7.4	3.4	3.6	6.3	6.8
Some College/University	9.5	0.0	3.0	4.7	2.7
University/College/ Community College Degree	17.6	6.9	3.6	7.0	4.1
Post-Graduate Degree	12.2	0.0	1.2	5.1	1.4
Other	1.9	7.0	2.2	2.8	1.4

TABLE 38

FATHER'S LEVEL OF EDUCATION - GRADE XI STUDENTS

Level of Education	Going to University N=(139)	Going to Community College N=(52)	Undecided N=(134)	Going Impacted N=(230)	Not Going N=(67)
Grade VIII or Less	12.9%	40.4%	41.8%	35.2%	44.8%
Some High School	23.0	28.8	30.6	29.1	31.3
High School Graduate	13.7	19.3	10.4	13.0	10.4
Technical-Vocational School Above High School	5.0	5.8	6.0	6.5	1.5
Some College/University	7.9	1.9	2.2	4.3	0.0
University/College/ Community College Degree	16.5	1.9	4.5	6.1	4.5
Post-Graduate Degree	17.3	1.9	3.0	4.3	0.0
Other	3.7	0.0	1.5	1.5	7.5

TABLE 39

MOTHER'S LEVEL OF EDUCATION - GRADE X STUDENTS

Level of Education	Going to University N=(150)	Going to Community College N=(31)	Undecided N=(165)	Going Impacted N=(262)	Not Going N=(73)
Grade VIII or Less	9.9%	21.9%	25.1%	18.9%	31.3%
Some High School	25.8	37.5	35.2	30.4	45.0
High School Graduate	21.2	12.5	21.8	27.4	17.5
Technical-Vocational School Above High School	9.3	3.1	2.8	4.1	1.2
Some College/University	9.9	9.4	4.5	8.5	0.0
University/College/ Community College Degree	19.2	9.4	6.7	7.4	1.2
Post-Graduate Degree	3.3	3.1	1.7	2.2	2.5
Other	1.4	3.1	1.2	1.1	1.3

TABLE 40

MOTHER'S LEVEL OF EDUCATION - GRADE XI STUDENTS

Level of Education	Going to University N=(140)	Going to Community College N=(51)	Undecided N=(135)	Going Impacted N=(236)	Not Going N=(68)
Grade VIII or Less	6.4%	25.5%	24.5%	16.6%	33.7%
Some High School	20.7	35.3	31.7	36.4	39.5
High School Graduate	32.1	25.5	27.3	24.0	17.4
Technical-Vocational School Above High School	6.4	2.0	3.6	1.7	0.0
Some College/University	16.4	5.9	4.3	9.9	2.3
University/College/ Community College Degree	12.9	3.8	2.9	6.6	3.5
Post-Graduate Degree	1.4	0.0	3.6	0.8	1.2
Other	3.7	2.0	2.1	2.0	2.4

TABLE 41

HIGHEST LEVEL OF EDUCATION THAT GRADE X STUDENTS EXPECT TO COMPLETE

Level of Education	Going to University N=(154)	Going to Community College N=(32)	Undecided N=(164)	Going Impacted N=(264)	Not Going N=(76)
Grade VIII or Less	0.0%	0.0%	0.0%	0.0%	0.0%
Some High School	0.0	0.0	4.9	1.1	15.8
High School Graduate	0.0	6.3	51.2	4.2	72.4
Technical-Vocational School Above High School	0.6	6.3	6.1	6.8	7.9
Some College/University	5.8	18.7	23.2	30.3	1.3
University/College/ Community College Degree	52.6	62.5	12.8	48.5	2.6
Post-Graduate Degree	39.0	6.2	0.6	8.7	0.0
Other	2.0	0.0	1.2	0.4	0.0

TABLE 42

HIGHEST LEVEL OF EDUCATION THAT GRADE XI STUDENTS EXPECT TO COMPLETE

Level of Education	Going to University N=(142)	Going to Community College N=(53)	Undecided N=(135)	Going Impacted N=(237)	Not Going N=(67)
Grade VIII or Less	0.0%	0.0%	0.0%	0.0%	0.0%
Some High School	0.0	0.0	5.9	1.3	11.9
High School Graduate	0.0	0.0	38.5	4.2	85.1
Technical-Vocational School Above High School	0.7	5.7	13.3	11.0	3.0
Some College/University	4.9	28.3	29.6	30.1	0.0
University/College/ Community College Degree	53.5	56.6	8.1	44.5	0.0
Post-Graduate Degree	40.2	7.5	3.0	8.5	0.0
Other	0.7	1.9	1.6	0.4	0.0

6.5 Academic Standing

6.5.1 Overall Academic Average This Year

Students were asked to indicate their overall average this year in terms of a letter grade or its percentage equivalent. Similar distributions are evident for both the Grade X and the Grade XI students (Tables 43 and 44). It should be noted that since this survey was conducted in early October, 1976, the students might not have any real

indication of what their academic average is or will be this year. Students of both grades that are 'going on to post-secondary' and in particular 'going to university' have indicated that they have higher grades, in general, than students in the other groups.

6.5.2 Overall Academic Average Last Year

When students were asked what their last year's academic average was, responses indicated that generally speaking the 'going'group has a higher average than the 'not going' group (Tables 45 and 46). 75% to 85% of Grade X and XI students that are 'definitely going to university' indicated a B or higher average last year, while about 35% of the 'not going' students had a higher than B average last year.

6.6 Parental Income

Tables 47 and 48 show the income distributions for parents of Grade X and Grade XI students. The parents of the students in the 'going' groups, in particular the 'going to university' group, tend to have higher incomes than the 'undecided' or 'not going' groups. Approximately 70% of the parents of the 'going to university' group have average annual incomes of $14,000 or more. This compares with about 48% for the 'going to community college' group; 48%-50% for the 'undecided' group; 46% for the 'going impacted' group and 36%-38% for the 'not going' group.

TABLE 43

OVERALL ACADEMIC AVERAGE OF GRADE X STUDENTS THIS YEAR

Academic Average	Going to University N=(144)	Going to Community College N=(30)	Undecided N=(155)	Going Impacted N=(247)	Not Going N=(67)
A (80-100%)	29.7%	9.7%	7.7%	11.4%	1.4%
B+ (75-79)	37.2	16.1	11.2	22.4	9.5
B (70-74)	22.8	38.7	30.8	35.7	33.8
C+ (65-69)	9.7	16.1	24.3	20.0	29.7
C (60-64)	0.6	19.4	17.8	8.2	17.6
D (50-59)	0.0	0.0	7.7	1.6	8.0
E (Less Than 50)	0.0	0.0	0.5	0.7	0.0

TABLE 44

OVERALL ACADEMIC AVERAGE OF GRADE XI STUDENTS THIS YEAR

Academic Average	Going to University N=(137)	Going to Community College N=(51)	Undecided N=(136)	Going Impacted N=(222)	Not Going N=(62)
A (80-100%)	27.7%	5.9%	6.4%	7.9%	8.8%
B+ (75-79)	24.8	21.6	18.6	20.6	8.8
B (70-74)	28.5	43.1	27.1	34.2	21.2
C+ (65-69)	12.4	21.6	30.7	24.6	23.7
C (60-64)	5.8	5.9	10.7	9.6	25.0
D (50-59)	0.0	1.9	6.5	2.6	11.3
E (Less Than 50)	0.8	0.0	0.0	0.5	1.2

TABLE 45

OVERALL ACADEMIC AVERAGE OF GRADE X STUDENTS LAST YEAR

Academic Average	Going to University N=(153)	Going to Community College N=(31)	Undecided N=(163)	Going Impacted N=(263)	Not Going N=(75)
A (80-100%)	34.0%	6.5%	9.8%	15.6%	4.0%
B+ (75-79)	31.4	19.3	15.3	20.9	9.3
B (70-74)	20.2	45.2	27.0	27.8	26.7
C+ (65-69)	9.8	19.3	23.3	21.7	24.0
C (60-64)	4.6	9.7	16.6	9.9	25.3
D (50-59)	0.0	0.0	7.4	3.8	6.7
E (Less Than 50)	0.0	0.0	0.6	0.3	4.0

TABLE 46

OVERALL ACADEMIC AVERAGE OF GRADE XI STUDENTS LAST YEAR

Academic Average	Going to University N=(141)	Going to Community College N=(54)	Undecided N=(138)	Going Impacted N=(240)	Not Going N=(68)
A (80-100%)	27.7%	7.4%	8.7%	15.8%	7.4%
B+ (75-79)	22.0	20.4	13.8	18.4	5.8
B (70-74)	27.7	27.8	26.8	27.5	22.1
C+ (65-69)	10.6	27.8	27.5	22.5	33.8
C (60-64)	7.1	11.1	15.9	10.0	16.2
D (50-59)	4.3	3.7	5.8	5.8	14.7
E (Less Than 50)	0.6	1.8	1.5	0.0	0.0

TABLE 47

PARENTAL INCOME OF GRADE X STUDENTS

Income	Going to University N=(125)	Going to Community College N=(25)	Undecided N=(115)	Going Impacted N=(206)	Not Going N=(52)
Under $4,000	1.6%	12.0%	9.6%	6.8%	11.5%
$4,000-5,999	2.4	0.0	9.6	5.8	5.8
$6,000-7,999	3.2	8.0	4.3	4.9	7.7
$8,000-9,999	6.4	0.0	5.2	10.2	17.3
$10,000-11,999	4.8	24.0	10.4	11.7	1.9
$12,000-13,999	10.4	8.0	12.2	14.6	21.2
$14,000-15,999	16.0	20.0	17.4	14.6	13.5
$16,000-19,999	13.6	12.0	12.2	10.7	7.7
$20,000 and up	41.6	16.0	19.1	20.7	13.4

TABLE 48

PARENTAL INCOME OF GRADE XI STUDENTS

Income	Going to University N=(130)	Going to Community College N=(47)	Undecided N=(110)	Going Impacted N=(209)	Not Going N=(56)
Under $4,000	2.3%	4.3%	4.5%	4.8%	5.4%
$4,000-5,999	1.5	12.8	2.7	5.7	10.7
$6,000-7,999	2.3	4.3	4.5	3.3	5.4
$8,000-9,999	5.4	14.9	7.3	8.1	16.1
$10,000-11,999	7.7	8.5	8.2	17.7	12.5
$12,000-13,999	9.2	6.4	24.5	14.4	14.3
$14,000-15,999	10.0	14.9	10.9	12.4	10.7
$16,000-19,999	17.7	14.9	18.2	13.4	7.1
$20,000 and up	43.9	19.0	19.2	20.2	17.8

CHAPTER VII

MANITOBA STUDENT AID

7.1 Awareness of the Manitoba Student Aid Program

7.1.1 Awareness of the Manitoba High School Student Aid Program

It is evident from Table 49 that the majority of Grade X and XI students do not know that financial aid is available to students in high school.

TABLE 49

AWARENESS THAT MANITOBA STUDENT AID PROGRAM PROVIDES ASSISTANCE TO HIGH SCHOOL STUDENTS

Awareness	Grade X N=(791)	Grade XI N=(737)
Yes	29.0%	35.8%
No	71.0	64.2

7.1.2 Awareness of the Manitoba Post-Secondary Student Aid Program

Students were asked to indicate their awareness of the Manitoba Government student aid program (tables 50 and 51). Only about 6% to 10% of Grade X or XI students indicated that they "had a good understanding of the program". More students in the 'going' groups, about 52%, than in the 'not going' group, about 35%-40%, indicated that they knew "a few things about the program". Conversely, more students in the 'not going' group, about 55%, than in the 'going' group, about 42% to 45%, indicated

that they "knew nothing about the program".

7.2 Eligibility for Assistance from Manitoba Student Aid

Grade X and XI students were asked to indicate whether or not they thought they were eligible for assistance under the Manitoba Student Aid Program (Tables 52 and 53). The majority of Grade X and XI students, over 60% in all groups, indicated that they did not know if they were eligible. Of the students that thought they were eligible, the highest percentage, 22.6% for Grade X students and 27.5% for Grade XI students, were in the 'going to university' group.

7.3 Receipt of Information About Manitoba Student Aid

Students were asked if they wished to receive more information about the Manitoba Student Aid Program (Table 54). About 77% of the students at both grade levels indicated that they would like more information.

TABLE 50

AWARENESS OF MANITOBA STUDENT AID PROGRAM BY GRADE X STUDENTS

Awareness	Going to University N=(155)	Going to Community College N=(32)	Undecided N=(167)	Going Impacted N=(265)	Not Going N=(76)
Have a Good Understanding of the Program	3.2%	3.1%	9.6%	6.0%	7.9%
Know a Few Things About the Program	51.6	53.1	35.9	41.1	34.2
Know Nothing About the Program	45.2	43.8	54.5	52.9	57.9

TABLE 51

AWARENESS OF MANITOBA STUDENT AID PROGRAM BY GRADE XI STUDENTS

Awareness	Going to University N=(142)	Going to Community College N=(53)	Undecided N=(138)	Going Impacted N=(241)	Not Going N=(68)
Have a Good Understanding of the Program	7.0%	11.3%	9.4%	6.6%	7.4%
Know a Few Things About the Program	51.4	45.3	49.3	56.4	39.7
Know Nothing about the Program	41.6	43.4	41.3	37.0	52.9

TABLE 52

PERCEIVED ELIGIBILITY FOR MANITOBA STUDENT AID ASSISTANCE BY GRADE X STUDENTS

Eligibility	Going to University N=(155)	Going to Community College N=(32)	Undecided N=(168)	Going Impacted N=(262)	Not Going N=(75)
Yes	22.6%	18.7%	14.9%	23.3%	8.0%
No	10.3	6.3	9.5	5.7	9.3
Do Not Know	61.9	71.9	64.3	69.8	58.7
Does Not Apply to Me	5.2	3.1	11.3	1.2	24.0

TABLE 53

PERCEIVED ELIGIBILITY FOR MANITOBA STUDENT AID ASSISTANCE BY GRADE XI STUDENTS

Eligibility	Going to University N=(142)	Going to Community College N=(53)	Undecided N=(137)	Going Impacted N=(241)	Not Going N=(67)
Yes	27.5%	17.0%	13.9%	19.1%	17.9%
No	7.7	7.5	11.7	8.3	14.9
Do Not Know	57.1	71.7	68.6	71.4	41.8
Does Not Apply to Me	7.7	3.8	5.8	1.2	25.4

TABLE 54

DESIRE FOR MORE INFORMATION ABOUT MANITOBA STUDENT AID

Information	Grade X N=(792)	Grade XI N=(735)
Yes, Definitely	25.0%	27.6%
Yes, Would not mind	52.9	51.3
No, Not interested	22.1	21.1

APPENDICES

APPENDIX A

HIGH SCHOOLS SURVEYED IN THE 1976-77 PDEM-II STUDY

School Division	High School
Winnipeg #1	Churchill
	Gordon Bell
	Grant Park
	Sisler
	Daniel McIntyre
	St. John's
	Tech. Voc.
	Kelvin
St. James-Assiniboine - #2	St. James Collegiate
Assiniboia South - #3	Tuxedo
	Charleswood
St. Boniface - #4	Windsor Park
Fort Garry - #5	Fort Richmond
St. Vital - #6	Dakota
Norwood #8	Nelson McIntyre
River East - #9	Kildonan East
Seven Oaks - #10	Garden City
Lord Selkirk - #11	Lord Selkirk Reg.
Transcona-Springfield - #12	Transcona
Private	St. Mary's Academy
	St. Paul's High
	St. John's Ravenscourt
Agassi - #13	Beausejour

School Division	High School
Seine River - #14	St. Norbert
Hanover - #15	Steinback Reg.
Boundary - #16	Shevchenko
Red River - #17	St. Jean
Rhineland - #18	W.C. Miller
Morris/MacDonald - #19	Morris Coll.
Interlake - #21	Stonewall
Evergreen - #22	Gimli Composite
Lakeshore - #23	Ashern
Portage la Prairie - #24	Portage Coll.
	Arthur Meighen
Midland - #25	Carman Coll.
Garden Valley - #26	Garden Valley Coll.
Pembina Valley - #27	Nellie McClung
Turtle River - #32	McCreary
Dauphin/Ocre - #33	Dauphin Reg.
Duck Mountain - #34	Winnipegosis
Swan Valley - #35	Swan Valley Reg.
Intermountain - #36	Roblin
Birdtail River - #37	Birtle Coll.
Rolling River - #39	Minnedosa
Brandon - #40	Crocus Plains
	Vincent Massey
	Neelin
Fort la Bosse - #41	Virden Coll.

School Division	High School
Turtle Mountain - #44	Killarney
Kelsey - #45	Margaret Barbour
Flin Flon - #46	Hapnot Secondary
Frontier - #48	Frontier Coll. (Cranberry Portage)
Remote	R.D. Parker (Thompson)

Regional Summary

	Total Projected Number of Interviews			
	XII	XI	X	Total
Winnipeg (includes Private)	850	430	430	1710
Southeast	190	100	100	390
South Central	180	40	40	260
Interlake	120	70	70	260
North Central	70	40	40	150
Parklands	200	150	150	500
Southwest	250	200	200	650
North	150	40	40	230

APPENDIX B

GRADE X, XI SURVEY QUESTIONNAIRE

GRADES 10 & 11 SURVEY OF FUTURE PLANS

Please enter the number by your name on the attendance list which will be circulated in this session here . . . ☐☐☐ ☐ ☐☐☐ 1- 7

Some questions refer to POST-SECONDARY EDUCATION: these are schools attended after high school, such as community colleges, universities, vocational schools, or other forms of training.

Most questions in this survey are of the form in the example given below. To answer each question, read the question, select the answer and place the number of that answer in the box.

EXAMPLE:

Bobby Hull plays hockey for a Canadian hockey team. That hockey team is listed below.

Place appropriate answer (1,2,3) in box ..... [3]

ANSWERS:

1. Quebec Nordiques
2. Houston Aeros
3. Winnipeg Jets

For office use only Level 1

1. How old are you? (Enter answer here) ..... ☐☐ 9-10

2. How many brothers and sisters have you? (Enter 00,01,02, etc.) here ..... ☐☐ 11-12

3. Your sex?

   Please enter answer number here ..... ☐ 13

   1) male
   2) female

4. In PLANNING FOR THE FUTURE, whether these plans relate to going on to further education, or getting a job, we all experience different INFLUENCES which affect our plans. Please look at the list below and indicate how much influence EACH has had on your planning. There is no best answer here; we just want to know which factors have been significant for you.

   USE THE FOLLOWING SCALE:

	No influence						Very strong influence
	—	—	—	—	—	—	—

For example:
Donald Duck will not likely have been an influence: therefore you would put a check in the space on the far left indicating No influence on your future plans.

	No influence						Very strong influence
e.g. Donald Duck	✓	—	—	—	—	—	—

A. INFLUENCE OF PEOPLE ON MY PLANNING

								For office use only
Friends	—	—	—	—	—	—	—	☐ 14
Parents	—	—	—	—	—	—	—	☐ 15
Other relatives	—	—	—	—	—	—	—	☐ 16
High school teacher	—	—	—	—	—	—	—	☐ 17
Counsellor	—	—	—	—	—	—	—	☐ 18
A College or University student I know	—	—	—	—	—	—	—	☐ 19
College or University Representative	—	—	—	—	—	—	—	☐ 20
Religious Leader	—	—	—	—	—	—	—	☐ 21
Employer(s) I have met	—	—	—	—	—	—	—	☐ 22
Other	—	—	—	—	—	—	—	☐ 23

Please Specify _____ ☐☐ 24-25

B. INFLUENCES OF HIGH SCHOOL ACTIVITIES ON MY PLANNING

Participation in activities having a future usefulness (e.g. debating teams, bands, drama clubs, student council, etc.)	___	___	___	___	___	___	___	☐ 26
I feel I am prepared with skills for obtaining immediate employment (e.g. typing, shops, etc.)	___	___	___	___	___	___	___	☐ 27
I feel I am well-prepared for continuing education	___	___	___	___	___	___	___	☐ 28
Personal contact with representatives of institutions of higher education	___	___	___	___	___	___	___	☐ 29
Someone expressed personal interest in my plans while I was in high school	___	___	___	___	___	___	___	☐ 30
Counselling service	___	___	___	___	___	___	___	☐ 31
Someone assisted me in finding employment after high school	___	___	___	___	___	___	___	☐ 32
Information about opportunities for continuing training and education	___	___	___	___	___	___	___	☐ 33
Other	___	___	___	___	___	___	___	☐ 34
Please specify _____								☐☐ 35-36

C. INFLUENCES OF CIRCUMSTANCES ON MY PLANNING

Present state of employment/unemployment in the economy	___	___	___	___	___	___	___	☐ 37
Knowledge of areas of good employment opportunity	___	___	___	___	___	___	___	☐ 38
Athletic or recreational programme	___	___	___	___	___	___	___	☐ 39
Social life	___	___	___	___	___	___	___	☐ 40
New life style desired	___	___	___	___	___	___	___	☐ 41
Specify _____								☐ 42
Opportunity to live away from home	___	___	___	___	___	___	___	☐ 43
Reputation of the institution or organization I have chosen	___	___	___	___	___	___	___	☐ 44
Religious relationship	___	___	___	___	___	___	___	☐ 45
Other	___	___	___	___	___	___	___	☐ 46
Specify _____								☐☐ 47-48

5. Do you think that education beyond high school is:
PLEASE CHECK ONE SPACE IN EACH SECTION:

i) NOT necessary to get a good permanent job	___	___	___	___	___	___	___	ABSOLUTELY necessary to get a good permanent job ☐ 49
ii) NOT important for the sake of learning itself and achieving self fulfillment	___	___	___	___	___	___	___	EXTREMELY important for the sake of learning itself and achieving self fulfillment ☐ 50

6. In your opinion, is it important that a student have a definite career or vocation selected by the time he or she finishes Grade 11? Please put the number representing your answer (1,2,3, etc.) in the box here ..... ☐ 51

1) very important
2) important
3) not sure
4) unimportant
5) very unimportant

7. Have you decided what type of occupation you would like to work in and if so, how sure are you of your decision? Please put the number representing your answer (1,2,3, etc.) in the box here ..... ☐ 52

1) I have decided and am definitely sure
2) I have decided and am relatively sure
3) I have decided and am only slightly sure
4) I have not really decided yet

8. The secondary (high school) education system has a number of important "purposes" and "objectives", some of which are listed below:

1) to provide students with a general, well-rounded education
2) to prepare students for future careers and employment
3) to assist young people in becoming mature and responsible adults
4) to prepare students for post-secondary education
5) to teach students necessary basic skills and factual knowledge
6) to help students identify and develop their own personal interests, aptitudes and talents
7) to assist students in better understanding society and society's institutions, history, values and expectations

Which of the above educational purposes or objectives is:

a) of most importance to you personally ☐ 53
b) of second most importance to you ☐ 54
c) of third most importance to you ☐ 55
d) of least importance to you personally ☐ 56
e) of second least importance to you ☐ 57

In your opinion, which of the above purposes or objectives:

f) is presently the main priority of the school system ☐ 58
g) is presently the second most important priority of the school system ☐ 59
h) is the school system's least priority ☐ 60
i) at present is most adequately being met by high schools ☐ 61
j) at present is least adequately being met by high schools ☐ 62

9. What about your plans concerning high school. What is the highest school grade you intend to complete?

Please select the number (1,2, or 3) representing your answer and write it in the box here ☐ 63

Answers:
1) Grade 10
2) Grade 11
3) Grade 12

If you answered Grade 10 or Grade 11 go to Section A, question 11 on page 3. If you answered Grade 12, go to question 10.

10. What are your plans after grade 12? First read the total list below and then select the course of action which you believe you will take. Place the number representing your answer (1,2,3, etc.) in the box here ☐ 64

Possible things to do:

1) Go to a community college, university, or further education (example, nursing training at a hospital) directly after grade 12.
2) Take at least one year off to work or travel and then go to community college or university.
3) Go to a community college or university part-time while working either full-time or part-time.
4) Get a full-time permanent job or on-the-job training (example, apprenticeship).

If you answered either 1), 2) or 3), go to Section B, question 12 on page4. If you answered 4) go to Section C, question 18 on page 5.

SECTION A

If the highest grade you intend to complete is grade 10 or grade 11, answer this section.

11. What do you plan on doing after leaving high school? First read the total list below, then select the course of action which you believe you will take. Please put the number representing your answer (1,2,3, etc.) in the box here ☐ 65

Possible things to do:

1) Go to a community college or further education (example, nursing training at a hospital) directly after grade 10 or 11.
2) Go to community college part-time while working either part-time or full-time.
3) Get a full-time permanent job or on-the-job training (example, apprenticeship).
4) Get a full-time permanent job for awhile and then finish high school.
5) I am undecided.
6) Get a full-time permanent job, then finish high school and finally go to community college or university.
7) Take one year off to travel or work and then go to community college.

If you answered 1), 2), 6) or 7), please continue on to Section B, question 12 on page 4. If you answered 3), 4) or 5), please go to Section C, question 18 on page 5.

SECTION B

For Office Use Only Level 2

This section is to be answered only by those who are going directly on to further education after leaving high school OR who are taking at least one year off before taking further education.

12. At the end of the questionnaire on page 7 is a list of colleges and universities, as well as programs (e.g. courses of study such as nursing, engineering, etc.) offered by them. Please look at this list and use it to help you answer this question.

Please answer the following questions in the chart below:

WHICH college, university, or other institution have you chosen as your first choice? second choice? third choice? (if no second or third choice write in "none")

ALSO please indicate the likelihood of your actually attending each.

WOULD you also indicate the program of studies (e.g. nursing, engineering, etc.) you are likely to choose, and the likelihood of each of these.

PLEASE WORK ACROSS

		LIKELIHOOD OF CHOOSING IT						
		0%	20%	40%	60%	80%	100%	
WRITE IN first choice INSTITUTION name	Queen's U.					✓		
PROGRAM(S):								
1st choice	Arts					✓		
2nd choice	Geology			✓				
3rd choice	None							
WRITE IN first choice INSTITUTION name								9-10
PROGRAM(S):								
1st choice								11-13
2nd choice								14-16
3rd choice								17-19
WRITE IN second choice INSTITUTION name								20-21
PROGRAM(S):								
1st choice								22-24
2nd choice								25-27
3rd choice								28-30
WRITE IN third choice INSTITUTION name								31-32
PROGRAM(S):								
1st choice								33-35
2nd choice								36-38
3rd choice								39-41

13. Remember that this survey is strictly confidential! We will combine your answers with all others received in order that you and your family, will not be identified.

This question asks you how you plan to finance your education. You may obtain finances from major, or minor sources.

For each of the items in the list below please write in the boxes the number (1,2 or 3) indicating whether it is major, minor, or not a source.

1) A major source is an essential source
   i.e. without it you would not be able to attend
2) A minor source is not an essential source BUT it helps the major source(s).
3) Not a source: meaning here is obvious.

	Place answers in this Margin
i) Personal savings	42
ii) Parental or other Family aid	
aa) Room and board at home	43
ab) Other monetary aid from relatives or friends	44
iii) Government student aid (bursaries, student loans)	45
iv) Other scholarships, grants	46
v) Summer employment	47
vi) Part-time job during academic year	48

14. Considering all the financial sources you checked in the previous question, how certain are you that your first year of continuing education will be able to be financed?

Please write the number (1,2,3 or 4) representing your answer here ..... ☐ 50

Answers:
1) Very certain
2) Certain
3) Somewhat certain
4) Not certain at all

Comments _____ ☐☐ 51-52

_____

15. When in the next five years do you think you might enrol for the first time in a community college or university?

Please write the number (1,2,3, etc.) representing your answer here ..... ☐ 53

Answers:
1) First September after final year of high school
2) First February after final year of high school
3) 2 years after graduation from high school
4) 3 years after graduation from high school
5) 4 years after graduation from high school
6) 5 years after graduation from high school

16. Would you prefer your major language of instruction to be

Please enter your answer number here ..... ☐ 54

Answers:
1) English
2) French
3) Both

17. When you enrol do you plan to attend

Please write the number (1,2, etc.) representing your answer here ..... ☐ 55

Answers:
1) Full-time
2) Part-time during day
3) Part-time during evening and Saturday
4) Don't know

SECTION C

18. a. Are you aware of the Manitoba Student Aid program of bursaries and student loans for post-secondary education?

Please write the number (1,2, etc.) representing your answer here ..... ☐ 56

Answers:
1) I have a good understanding of the program
2) I know a few things about the program
3) I know nothing about it

b. If you plan to go on to further education after high school, do you think you will be eligible for assistance from this program?

Please enter the number of your answer here ..... ☐ 57

Answers:
1) Yes
2) No
3) Do not know
4) Does not apply to me

c. Did you know that Manitoba Student Aid provides assistance to students in high school?

Please enter answer here ..... ☐ 58

Answers:
1) Yes
2) No

d. Do you wish to receive more information on the Manitoba Student Aid Program?

Please enter answer here ..... ☐ 59

Answers:
1) Yes, I definitely want to receive more information about the Manitoba Student Aid Program
2) Yes, I do not mind receiving more information about the Manitoba Student Aid Program
3) No, I am not interested in the Manitoba Student Aid Program

19. From the list at the left please enter in the boxes the highest level of education attained by your father and mother.

1) Grade eight or less
2) Some high school
3) High school graduate
4) Technical or vocational school above high school level
5) Some college or university
6) College or University Degree
7) Post secondary degree (Masters or a doctorate or equivalent)
8) Other
Specify _____

FATHER'S HIGHEST LEVEL OF EDUCATION ..... ☐ 60

MOTHER'S HIGHEST LEVEL OF EDUCATION ..... ☐ 61

HIGHEST LEVEL YOU EXPECT TO COMPLETE IN YOUR LIFE ..... ☐ 62

20. Remember that this survey is confidential and neither your family, nor you yourself will be identified. JUST FOR CLASSIFICATION PURPOSES, would you CIRCLE THE LETTER (N, O, Q, etc.) that is your best estimate of your total parental (both parents) annual income.

N - under $4,000
O - $4,000 - 5,999
P - $6,000 - 7,999
Q - $8,000 - 9,999
R - $10,000 - 11,999
S - $12,000 - 13,999
T - $14,000 - 15,999
U - $16,000 - 19,999
V - $20,000 and up

☐ 63

21. On the average during the current school year, how many hours per week do you work in a paid job? (Do not include work done during summer and Christmas holidays, just part-time work.) Please put the number representing your answer (1,2,3, etc.) in the box here ..... ☐ 64

1) none
2) less than 4 hours
3) 4 - 8 hours per week
4) 9 - 16 hours per week
5) more than 16 hours per week

22. a. From the choices below which option best describes the community in which you now live? Please put the number representing your answer (1,2,3, etc.) in the box here ..... ☐ 65

b. From the same list of choices which option do you think best describes the community in which you will be living 10 years from now? Please put the number representing your answer (1,2,3, etc.) in the box here ..... ☐ 66

1) in Winnipeg
2) in a medium-size city in Manitoba (e.g. Brandon, Portage la Prairie)
3) in a community of less than 10,000 in Manitoba (e.g. Souris, Steinbach)
4) on a farm in Manitoba
5) in northern Manitoba
6) outside Manitoba, but in Canada
7) outside Canada

23. Please indicate your approximate over-all academic average for this year and last year. Please write the number (1,2,3, etc.) representing your answers in the appropriate boxes.

Answers:
1) A = 80 - 100%
2) B+ = 75 - 79%
3) B = 70 - 74%
4) C+ = 65 - 69%
5) C = 60 - 64%
6) D = 50 - 59%
7) E = less than 50%

Over-all academic average this year ..... ☐ 67
Over-all academic average last year ..... ☐ 68

24. a. Your education plans with respect to high school could best be summerized as:

1) Undecided whether will complete Grade 12
2) Will not complete Grade 12
3) Will complete Grade 12 (answer B below also)

Please enter answer here ..... ☐ 69

b. Your educational plans with respect to post-secondary education could best be classified as:

1) Undecided
2) Going on to university or community college after high school if things work out
3) Definitely going on to university or community college after high school
4) Not going on
5) Other (specify) _____

Please write the number (1,2,3, etc.) representing your answer here ..... ☐ 70

What is your main reason for feeling this way: _____ ☐☐ 71-72

_____

_____

What is your next reason? _____ ☐☐ 73-74

_____

25. Did you know that you can go to community college without completing Grade 12?

Please enter the number representing your answer (1 or 2) here ..... ☐ 75

Answers:
1) Yes
2) No

Thanks very much for your help! Your assistance has been a great contribution to this important research. If you note no serious objections we may ask for your valuable help again next year.

INSTITUTIONS AND THEIR PROGRAMS

KEEWATIN COMMUNITY COLLEGE, THE PAS

Two-Year Diploma Courses Requiring Grade 12
Mineral Science Technology

One-Year or Less Certificate Courses

Courses Requiring Grade 12
Mineral Science Technician

Courses Requiring Grade 11
Business Accountancy, Radio-TV, Surveying, Stenography

Courses Requiring Grade 10
Auto Repair, Carpentry, Clerk-Typist, Cosmetology, Electrical, Heavy Equipment Operators, Licensed Practical Nursing, Public Health Dental Auxiliary, Welding, Camp Cooking.

ASSINIBOINE COMMUNITY COLLEGE, BRANDON

Two-Year Diploma Courses Requiring Grade 12
Business Administration
Technologies — Computer, Electronic, Instrumentation

One-Year or Less Certificate Courses

Courses Requiring Grade 12
Social Services

Courses Requiring Grade 11
Architectural Drafting, Engineering Drafting, Radio-TV Servicing, Stenography, Licenced Practical Nursing.

Courses Requiring Grade 10
Auto Mechanics, Agricultural Mechanics, Building Construction, Bookkeeping, Commercial Art, Cosmetology, Electrical, Heavy Duty Mechanics, Plumbing, Typing, Welding, Auto Body Repair.

RED RIVER COMMUNITY COLLEGE, WINNIPEG

Two-Year Diploma Courses Requiring Grade 12
TECHNOLOGIES: Biochemical, Biological, Building, Chemical, Civil, Computer, Electrical, Electronic, Design and Drafting, Instrumentation, Mechanical, Power Engineering, Production, Structural and Surveying.

Advertising Art, Business Administration, Business Teacher, Child Care, Computer Analyst/Programmer, Creative Communications, Diploma Nursing, Hotel/Restaurant Administration, Industrial Arts, Secretarial Science.

One-Year or Less Certificate Courses

Courses Requiring Grade 12
Library Technician, Medical Laboratory Technology, Medical Radiological Technology, Dental Assisting.

Courses Requiring Grade 11
Accountancy, Aircraft Maintenance, Architectural and Machine Drafting, Domestic and Industrial Electronics, Graphic Arts, Medical Records Technician, Photographic Technician, Stenography, Telecommunications.

Courses Requiring Grade 10
Auto Body, Auto Mechanical Repair, Barbering, Beauty Culture and Hairdressing, Carpentry, Clerical Bookkeeping, Clerk-Typist, Diesel Mechanics, Electrical, Electronic Communication, Food Services, Licensed Practical Nursing, Machine Shop Practice, Major Appliance Service, Plumbing, Power Engineer, Radio Operating, Refrigeration and Air Conditioning, Sheet Metal, Welding.

UNIVERSITY OF MANITOBA

Agriculture
Architecture
Arts
Administrative Studies
Education
Engineering
Home Economics
Pharmacy
Science
Fine Art
Dental Hygiene
Medical Rehabilitation
Music
Nursing
Physical Education
Social Work
Dentistry
Law
Medicine

BRANDON UNIVERSITY

Agriculture
Arts
Education
Science
Music
General Studies

UNIVERSITY OF WINNIPEG

Arts
Education
Science

COLLEGE UNIVERSAIRE DE SAINT-BONIFACE

Collegial
Programme d'un an ou de deux annees:
Secretariat bilingue ou specialites:
medicine, droit et comptabilite
Programmes des langues officielles
Faculte Des Arts Et Des Sciences
B.A. (Latin-Philosophie)
B.A. (Spécialisation En Francais) "Honours"
B.A. (majeure-mineure)
B.Sc. (majeure)
Institut Pedagogique
Certification elémentaire ou secondaire
B.Ed. (elémentaire)
B.Ed. (secondaire)

OTHER INSTITUTIONS WITHIN MANITOBA

Nurses Training in Hospitals
Commercial Colleges
Bible College

OTHER INSTITUTIONS OUTSIDE MANITOBA

Specify the course.